DOCUMENT RESUME

ED 234 658 HE 016 553

AUTHOR Hoeber, Daniel R.
TITLE "It's Not My Job": A Student Services Functional Inventory.
PUB DATE [83]
NOTE 51p.; For related documents, see ED 212 341-342.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Ancillary School Services; Coordination; Higher Education; *Information Needs; Institutional Research; Needs Assessment; *Program Evaluation; Questionnaires; *Role Perception; *School Organization; School Surveys; *Staff Role; Student Needs; *Student Personnel Services
IDENTIFIERS *Mercy College MI

ABSTRACT

The functions of student service offices at Mercy College of Detroit were clarified. A Key Personnel Group (KPG) consisting of the directors of all student service offices was formed. Administration of a needs assessment survey to students who had been admitted conditionally (i.e., entered with less than a 2.00 high school grade point average) revealed that their main needs were linked to student services. In addition, responses to Campus Information Quiz indicated that students were confused about where to seek assistance for different problems. Directors of student service offices also submitted statements of what their offices did, and each office was observed for 1 week. After all lists had been adjusted, the Student Services Inventory (SSI) was developed to collate all functions under appropriate headings (e.g., academic advising). For each function, respondents could indicate whether the function was currently being performed by the office or should be, as well as whether the function was major or minor. Once each of the student service offices had submitted its SSI, the results were produced in an SSI Summary. Finally, KPG meetings were held to determine the functions each office should be performing.An SSI and an SSI Summary are appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Daniel R. Hoeber
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED234658

AE016553

"It's Not My Job":

A Student Services Functional Inventory

Daniel R. Hoeber, Director
Center for Creative and Liberal Arts

Mercy College of Detroit

"Evaluation"--a term that can strike fear into the heart of even a tenured faculty member or a senior administrator. The fences and defenses go up immediately, usually in the form of a string of timorous questions. "Who will be doing it"? "What do they know"? "How will it be done"? "Why are they doing it"? Although each can be answered easily enough, the responses generally do little to allay the fears. With such rampant paranoia, it is not surprising that the results of an evaluation done in such an atmosphere are quite often less than revealing and helpful. The evaluators leave, reports are filed away, faculty or administrators settle back secure in the knowledge that no one found out anything.

This negative scenario, admittedly generalized, has been played out for years among faculty groups; enough

has been written on faculty evaluation to fill a card catalog file drawer in even a small college library. Measuring the efficiency and effectiveness of administrative areas in higher education, specifically student service offices, has not yet received the same attention in print. Generally speaking, we find that individuals within offices are evaluated annually, more for purposes of salary considerations than for any other reason. The work of the unit itself is more often than not "evaluated" in an annual report submitted by the student service professional responsible for that office. Such reports usually consist of a string of accomplishments followed by a shopping list of personnel and material that will be needed to insure that the string of accomplishments will lengthen in the coming academic year. These reports, then, are not really evaluations in that they rarely match expectations (purpose and function) of the service area with performance.

Of all the fearful questions raised about evaluations, the basic and simplest is rarely spoken: what is it that we are to evaluate? Quite simply, student service offices should be commenting on the degree to which they are meeting their stated purpose by evaluating how well they are performing the functions of that office which should have

grown logically from the original purpose statement of that office. Herein lies the rub; even if a service office should agree to such a plan, the professionals in that office quickly learn that the office has no purpose statement and no clear list of expected functions. There may be job descriptions extant but hardly ever can one unearth from the files the broader expectations/goals of the entire area; if so, they are so outdated as to be useless. Thus, the starting point is not measuring or even finding an appropriate yardstick but finding out what a service office is supposed to measure.

Approximately seven years ago we faced this very problem at Mercy College of Detroit as we began looking into improving the effectiveness and efficiency of our student service offices as one means of reducing attrition among our academically underprepared students (for a fuller account of the retention program, see ED 212 341 and ED 212 342). Rather than having an outsider or a supposedly representative team from service offices address this problem, we formed the Key Personnel Group (hereafter cited as KPG) consisting of the directors of all the student service offices on campus: Academic Counseling Center, Admissions, Business Office, Campus Ministry, Career Planning and Placement, College Preparatory Program

(an affective support area for minority students), Developmental Service, Financial Aid, Health Services, Learning Resource Center, Library, Personal Counseling, Residence Hall, and Student Activities. The KPG was chaired by the Coordinator of Comprehensive Student Development, the administrator in charge of the larger retention program.

Through a needs assessment survey we conducted on all students regardless of class level who had been admitted conditionally, i.e., entered with less than a 2.00 GPA from high school, we found that they perceived their top needs to be those which should be addressed via student service areas. In addition, we administered to the same population a "Campus Information Quiz," i.e., we listed numerous common studert problems and asked the student to indicate where one would go or whom one would consult on campus to solve these problems. The responses were, if not surprising, at least sobering. For instance, students gave as many as a dozen different and erroneous responses when asked whom they would see to add or drop a course; no one in the population of 180 knew where the career counseling office was located; finally, one indicated he/she would go to the Campus Ministry Office if he/she had sprained an ankle on campus (perhaps, an exponent of faith healing!). It was clear that students who could identify their needs well enough were ignorant

of the assistance available or, at best, confused as to where to get assistance. What was not so clear, until the KPG began to discuss the results of the Quiz, was that tne service office directors themselves did not agree as to which of them a student should see for certain types of aid. Thus, by a circuitous route we came to the same roadblock that obstructs the progress of those who would evaluate the performance of student service offices--the purpose and functions of each area.

Before we could decide how to improve effectiveness and efficiency, we had to determine what exactly each office was supposed to be doing, what they were actually doing, and the disparity between the two. All directors were asked first to submit a statement of purpose for their offices. Like college mission statements, these were couched in global terms. Most were extrapolations of job descriptions. Next, and of more significance, were statements of every function performed by each student service office. Each generated its listing independently of the others and was encouraged to be thorough and exhaustive in the listing. Once all listings had been submitted, the Student Development Coordinator arranged to spend one working week in each service office observing the normal work load and flow to see how accurately the function listings mirrored actual performance. At week's

end the Coordinator met with the office director who had submitted the list of functions in order to discuss necessary adjustments to the original list; in most cases functions were added in that directors had invariably overlooked certain routine tasks.

Once all lists had been adjusted, we put together the Student Services Inventory (hereafter cited as SSI), which appears here as Appendix (A) and should be referred to along with this explanation of the use of this form. All functions submitted by these offices were then collated under appropriate headings, e.g., "academic advising," "personal counseling," etc. Down the center of each page and under determined headings were listed all functions submitted by all offices with duplicated statements merged into a single function. Since we needed to know which offices were now providing which services regardless of their stated purposes, to the left of each listed function appeared an "IS NOW" column under which the directors were to indicate whether that function was currently being performed by their offices as a major or minor consumer of their time. No maximum number of responses was dictated, i.e., a respondent could indicate as many "majors" and "minors" as necessary to produce a clear picture of the office's present workload. Even though statements

of function had been collated under headings, there was no indication as to which service offices had submitted which statements. Each director was to complete the SSI independently of each other, but, of course, each was to indicate which office was submitting the completed form. As will be noted on the Inventory form, we asked in certain areas for additional and anecdotal information with regard to certain functions.

The second major portion of the SSI appears to the right of the function statements under the heading "SHOULD BE." Again, the "major/minor" distinction was used so that respondents would indicate whether that function ought to be performed by their offices at all and, if so, to what degree. Here respondents were to be guided by their purpose statements as well as by the professional expertise and capabilities of those employed in their particular service offices. Completing this portion, then, was not to be viewed as an opportunity to divest one's area of duties or to foist off responsibilites, but, rather, as a chance to design a better match between service office and function. Finally a blank sheet was provided so that respondents could add statements of their functions which had occured to them in the interim or note functions that should be provided by student service offices without actually designating which should assume the duties.

Once each of the student service offices had submitted its completed SSI, the results were produced in an SSI Summary (Appendix B), which should be consulted while reading the following. Each statement of function as it appeared on the SSI was listed on the left on the Summary by the number and letter assigned to it on the SSI. Across the top of the sheets are the abbreviations for the responding service offices (see p.3 for complete list of offices). In order to interpret this Summary, one needs to recall the "IS NOW--SHOULD BE" divisions on the SSI as well as the "major/minor" distinctions under those divisions. In the Summary an "X" stands for a response of "major" and a "O" for a response of "minor." That which appears before the slash indicates a response under the "IS NOW" division while that which appears after the slash indicates a response to the same statement under the "SHOULD BE" division e.g., a marking of "X/O" next to a number means that the reporting unit believes that it now performs this function as a major time-consuming responsibility although they believe it should be merely a minor time-consuming responsibility. Given the fact that this inventorying was done about seven years ago, we produced all of this by hand since the College was not as fully computerized as it is now. Even with a relatively unsophisticated system, a college could easily produce

these data; however, producing the results by hand is not as difficult as it first may seem.

Once the Summary was completed, we sent a copy to each of the respondents along with a schedule and agenda for KPG meetings where the results would be discussed section by section. Even a cursory review of the Summary revealed to all service office directors that we had duplication, fragmentation, and, in some cases, an absence of student services. It was no wonder, then, that students were confused about where to go when to see whom about what.

What followed, then, were lengthy KPG meetings to determine which service office should be performing which function. Using the Summary as the base document, the KPG first considered duplication of service, i.e., any line on which more than one office reported performance of that function. For example, under I. and II., there was repeated duplication of functions by the Admissions Office and the College Preparatory Program, particularly in the area of student recruitment. In discussion it became clear that what was to be an affective support area for minority students including operating a pre-College summer survival program had also become an active recruiter of minority students. By its purpose, Admissions is to be the sole recruiting arm for the College with College

Prep getting its students by referral from the Admissions Office rather than going out into the area to find its own. Also, College Prep had been branching out into the cognitive support area by providing tutoring and official academic counseling for students; not only did the service professionals in College Prep not have the training and expertise to perform such functions but also the College has specifically designated service offices to provide these functions.

It would be less than forthright to claim that all such meetings went smoothly and remained on the highest professional level; however, with the incontrovertible evidence of problems provided by the SSI, the Summary, and the students' confusion about services, a case for maintaining the status quo was all but impossible to make. The benefits of this activity, once completed, were both direct and indirect. First, each service office walked away with a clear and current list of its expected functions, thus making its daily operation much more efficient. With such clear mandates, each director was in a better position to produce an accurate annual evaluation of the office's effectiveness. Secondly, each office now knew what each other office was to do; thus, more and better student referrals were made. In fact, the KPG

developed a formalized student referral system using carbon forms which both introduced the student and the problem to the appropriate office and provided a record for each office of referrals made and referrals seen. Thirdly, all faculty and staff were provided with the final office-by-office list of purpose and function so that they could make appropriate student referrals. Finally, each new student on campus receives a student handbook containing this same list, copies of which are posted and updated as necessary in the student center and elsewhere on campus.

What began as an attempt to answer the "how am I doing" evaluative question ended up answering the "what am I doing" definitional question. But, the latter is absolutely essential to evaluation, particularly in the era of increasing kinds and types of student service offices--an area which as a whole is a relative newcomer to higher education.

TO: Directors, Student Service Offices

FROM: Coordinator, Comprehensive Student Development

SUBJECT: Student Services Inventory

Attached is the Student Services Inventory, the major purpose of which is to determine which student development services are now offered through your office. It also will gauge how much time you devote to these services. A secondary function of this inventory is to allow you to indicate which services you feel should be offered through your office and the amount of time you feel should be devoted to offering the service.

For purposes of explanation, I offer a typical example of the format:

IS NOW		SHOULD BE
Major/Minor		Major/Minor
_____/_____	A. Administer placement tests as required by the College.	_____/_____

The service is listed in the center of the page. TO THE LEFT of the statement you would indicate that your office does presently perform this service by placing an "X" on either the "major" or "minor" side of the slash. It is essential to keep in mind that these "major/minor" categories do not refer to the importance or value that you attach to this service but, rather, to the amount of time your office devotes to this service. If your office does not perform this service, you make no marks on the left side of the page.

TO THE RIGHT of the statement appears the same "major/minor" line but under the heading "SHOULD BE." If you feel that your office should offer the service listed, regardless of your response on the left side of the page, place an "X" in either the "major" or "minor" section which again has reference to time devoted to the service. If you feel the service should not be offered by your office, make no mark in the right hand column, regardless of your response on the left side of the page.

In some instances you will be asked for more specific information, e.g., providing the number of students your office advises academically; you are asked to be as accurate as you possibly can be in these responses. When you are marking the LEFT column or providing detailed information, it is essential that you respond according to what your office does now rather than according to some notion of what you are supposed to be doing or what you would like to do for students.

It is all but inevitable that some services you provide have not been listed. Appended to the printed SSI forms is a blank sheet you may use to add service statements. You may make two sorts of entries here. You may list services which you provide which were not pre-printed, and you must then indicate via the "X" marks the time devoted to the service now and the time that should be devoted. Or, you may list a service not on the preprinted form and not offered by your office but which you feel should be offered by your office or by some facility on campus.

Attached are some sample responses and an explanation of what those responses would actually mean.

Appendix (A)

SAMPLE SSI RESPONSES & MEANING

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	A. Administer placement tests as required by the College.	_____/__X__

(RESPONDENT IS STATING THAT SERVICE IS NOT NOW OFFERED THROUGH HIS OFFICE BUT SHOULD BE & SHOULD CONSUME A SMALL PORTION OF HIS TIME).

_X___/_____	A. Administer placement tests as required by the College.	_____/_____

(RESPONDENT IS STATING THAT SERVICE IS NOW OFFERED THROUGH HIS OFFICE & CONSUMES A MAJOR PORTION OF HIS TIME BUT THAT THE SERVICE SHOULD NOT BE OFFERED AT ALL BY HIS OFFICE).

X____/_____	A. Administer placement tests as required by the College.	_X___/_____

(RESPONDENT IS STATING THAT THE SERVICE IS NOW OFFERED THROUGH HIS OFFICE & CONSUMES A MAJOR PORTION OF HIS TIME & THAT THE SITUATION SHOULD BE THAT WAY).

_____/_____	A. Administer placement tests as required by the College.	_____/_____

(RESPONDENT IS STATING THAT HIS OFFICE DOES NOT NOW OFFER THE SERVICE AND SHOULD NOT).

Appendix (A)

SSI
Page 1

I. ACADEMIC COUNSELING

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	A. Official academic advising of students which includes BOTH offering advice in program of study/course selection AND signing registration forms, add/drop slips, change of major forms, etc.	_____/_____
	A.1. How many students per term do you provide this service for? If the figure is radically different between Fall & Winter terms, provide an average of the two. _____	
_____/_____	B. Unofficial academic advising of students which includes offering advice on program of study/course selection without actually signing approval on the various forms.	_____/_____
	B.1. How many students per semester do you provide this service for? _____	
_____/_____	C. Evaluation of transcripts/ credits from transfer students.	_____/_____
_____/_____	D. Providing faculty advisors with guidelines and instructions directly related to their academic advising of students.	_____/_____
_____/_____	E. Assigning faculty advisors to students.	_____/_____

Appendix (A)

SSI
Page 2

I. ACADEMIC COUNSELING (Cont'd)

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	F. Participate in the New Student Orientation Program.	_____/_____
_____/_____	G. Make acceptance/rejection recommendations regarding international students.	_____/_____
_____/_____	H. Process I-20's.	_____/_____
_____/_____	I. Advise international students about academics/immigration regulations.	_____/_____

II. STUDENT RECRUITING

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	A. Officially going off campus on recruiting missions for the College.	_____/_____
_____/_____	A.1. High schools.	_____/_____
_____/_____	A.2. Junior/community colleges.	_____/_____
_____/_____	A.3. Community centers.	_____/_____
_____/_____	A.4. Religious affiliated centers (e.g., church social halls).	_____/_____
_____/_____	A.5. Private homes.	_____/_____
_____/_____	A.6. "Career Day" sessions where various colleges are present.	_____/_____
_____/_____	B. Officially bringing prospective students or student groups on campus for recruiting purposes.	_____/_____

Appendix (A)

SSI
Page 3

II. STUDENT RECRUITING (Cont'd)

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	C. Designing/disseminating recruiting brochures or related advertisements for the College.	_____/_____
_____/_____	D. Designing/disseminating brochures for specific College programs or services to be used in recruiting.	_____/_____
_____/_____	E. Compile/distribute equivalency guides for potential transfers from community colleges.	_____/_____
_____/_____	F. Conduct walk-in appointments with prospective students, parents.	_____/_____
_____/_____	G. Conduct scheduled appointments with prospective students, parents.	_____/_____
_____/_____	H. Provide regular correspondence with students through all phases of the admission process--inquiry to acceptance.	_____/_____
_____/_____	I. Organize "Phonathon" sessions to contact by phone prospective students and provide information to them.	_____/_____
_____/_____	J. Host on-campus information sessions and luncheon visits for high school and community college counselors.	_____/_____
_____/_____	K. Develop and conduct surveys concerning the factors influencing students' choice of colleges.	_____/_____

Appendix (A)

SSI
Page 4

III. FINANCIAL SERVICES

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	A. Officially communicating in detail to all incoming students the loans, grants, scholarships available to them.	_____/_____
	A.1. How is this communication done? Print? (Explain)	
	A.2. Orally? (Explain)	
_____/_____	B. Assisting students in filling out forms that are required to apply for grants, loans, scholarships.	_____/_____
_____/_____	C. Verifying student eligibility for grants, loans, scholarships.	_____/_____
_____/_____	D. Filing applications for students for grants, loans, scholarships.	_____/_____

Appendix (A)

SSI
Page 5

III. FINANCIAL SERVICES (Cont'd)

IS NOW Major/Minor			SHOULD BE Major/Minor
_____/_____	E.	Officially informing all students in detail of availability of college work-study jobs.	_____/_____
_____/_____	F.	Officially informing all students in detail of other on-campus employment available to them.	_____/_____
_____/_____	G.	Informing all students in detail of off-campus employment opportunities available to them while they are enrolled students.	_____/_____
_____/_____	H.	Interviewing college work-study applicants to assess skills.	_____/_____
_____/_____	I.	Written communication to students about errors in or difficulties with their financial aid applications.	_____/_____
_____/_____	J.	Written communication to students dunning them for money owed the College.	_____/_____
_____/_____	K.	Officially communicating to all students the availability of personal budget management counseling on campus.	_____/_____
_____/_____	L.	Providing in detail personal budget management counseling to students.	_____/_____
_____/_____	M.	Evaluate application of and select recipients of no-need scholarships.	_____/_____

Appendix (A)

SSI
Page 6

IV. TESTING

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	A. Administer placement tests as required by the College.	_____/_____
	A.1. Indicate which placement tests are administered by inserting in blanks the number of tests (including retests) in that area administered per calendar year. (If other time frame is used, please so indicate).	
	Math _____ Chem _____ English _____ Reading _____ Other (Specify) _____ ( ) _____ ( ) _____ ( ) TOTAL _____	
_____/_____	B. Written/oral communication with students to schedule placement testing dates.	_____/_____
_____/_____	C. Written/oral communication with students to report placement test results.	_____/_____
_____/_____	D. Scoring placement tests.	_____/_____
	D.1. Indicate which tests your office scores by inserting in the blanks the number of tests (including retests) scored per calendar year. (If other time frame is used, please so indicate).	

Appendix (A)

SSI
Page 7

IV. TESTING (Cont'd)

IS NOW Major/Minor | | SHOULD BE Major/Minor

D.1. (Cont'd)

Math _____
Chem _____
English _____
Reading _____
Other
(Specify) _____ ( )
_____ ( )
_____ ( )

TOTAL _____

_____/_____ E. Administering other evaluation instruments, e.g., interest inventories, student profiles, CLEP, TESOL, etc. _____/_____

E.1. Specify the instruments & indicate in parentheses the number of tests administered per calendar year. (If other time frame is used, please so indicate).

_____( )
_____( )
_____( )
_____( )

_____/_____ F. Scoring of evaluation instruments in E.1. above. _____/_____

F.1. Indicate the number of instruments scored per calendar year. (If other time frame is used, please so indicate).

_____
_____
_____
_____

Appendix (A)

SSI
Page 8

IV. TESTING (Cont'd)

IS NOW Major/Minor			SHOULD BE Major/Minor
_____/_____	G.	Reporting of results of evaluation instruments in F. above to students.	_____/_____
_____/_____	H.	Personally counseling students in light of results of evaluation instruments in F. above.	_____/_____
_____/_____	I.	Tutoring students prior to retesting in any of placement test areas.	_____/_____
_____/_____	J.	Ordering, typing, printing of any of above tests.	_____/_____
_____/_____	K.	Keeping records of test scores/results.	_____/_____

V. STUDENT RECORD KEEPING

_____/_____	A.	Housing permanently the academic files of currently enrolled students.	_____/_____
_____/_____	B.	Maintain currency of student academic files.	_____/_____
_____/_____	C.	Maintain individual files on students' financial aid grants, loans, scholarships, work-study grants.	_____/_____
_____/_____	D.	Maintain written records of academic/personal/financial counseling sessions with students.	_____/_____
_____/_____	E.	Maintain disciplinary records on students.	_____/_____

Appendix (A)

SSI
Page 9

VI. ACADEMIC SERVICES

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	A. Teaching academic, credit-bearing courses or courses which would be listed in Catalog.	_____/_____
	A.1. List courses by number & title. If taught off campus, so indicate.	
	A.2. Indicate frequency with which above courses are taught. Use course number only.	
_____/_____	B. Teaching non-academic courses, i.e., unlisted in catalog: these would be workshops/seminars on specific topics that are related to academics or services.	____/_____
	B.1. List courses by title & length. If taught off campus, so indicate.	

Appendix (A)

SSI
Page 10

VI. ACADEMIC SERVICES (Cont'd)

IS NOW Major/Minor		SHOULD BE Major/Minor
	B.2. Indicate frequency with which above courses are taught.	
____/____	C. Provide tutorial assistance to currently enrolled students.	____/____
	C.1. Indicate areas in which your office offers tutoring.	
____/____	D. Provide tutorial assistance to potential students.	____/____
	D.1. Indicate areas in which your office offers tutoring.	____/____
____/____	E. Serve as resource person/area for academic courses.	____/____
____/____	F. House material/equipment for use by students in connection with academic courses.	____/____
____/____	G. Provide materials/equipment for use by students in connection with academic courses.	____/____

Appendix (A)

SSI
Page 11

VI. ACADEMIC SERVICES (Cont'd)

IS NOW Major/Minor			SHOULD BE Major/Minor
_____/_____	H.	Provide instruction to students in use of materials/ equipment in G. above.	_____/_____
_____/_____	I.	Publicize academic services/ courses (other than in Catalog).	_____/_____
_____/_____	J.	Appear before Academic Standards Committee to make recommendations regarding students under consideration by the Committee.	_____/_____

VII. PERSONAL COUNSELING

_____/_____	A.	Counsel students regularly on an appointment basis.	_____/_____
	A.1.	Approximately how many contact hours per semester?_____	
_____/_____	B.	Crisis counseling	_____/_____
_____/_____	C.	Counsel students on a walk-in basis.	_____/_____
	D.	In what areas do you find yourself most often being asked to provide personal counseling? List in order of most to least.	
_____/_____	E.	Spiritual counseling	_____/_____

Appendix (A)

SSI
Page 12

VII. PERSONAL COUNSELING (Cont'd)

IS NOW Major/Minor			SHOULD BE Major/Minor
_____/_____	F.	Encourage referral of students by faculty/staff.	_____/_____
	F.1.	How is this encouragement done?	
_____/_____	G.	Contact/meet with the families, relatives, friends of students counseled as appropriate.	_____/_____
_____/_____	H.	Organize/conduct student group discussions of personal problems.	_____/_____
_____/_____	I.	Refer students to and assist them in contacting psychologists or physicians as needed.	_____/_____
_____/_____	J.	Contact counseled students for follow-up meetings.	_____/_____
_____/_____	K.	Publicize to students availability of your personal counseling service.	_____/_____
	K.1.	How is this publication done other than in Catalog?	
_____/_____	L.	Write up and store reports on all students personally counseled.	_____/_____

Appendix (A)

SSI
Page 13

VIII. EXTRA-CURRICULAR/CO-CURRICULAR ACTIVITIES

IS NOW Major/Minor			SHOULD BE Major/Minor
_____/_____	A.	Interview/survey students with regard to their special interests in or suggestions for student activities.	_____/_____
	A.1.	How is this information gathering done?	
_____/_____	B.	Organize, coordinate special interest student clubs on campus.	_____/_____
_____/_____	C.	Organize/coordinate departmental clubs on campus.	_____/_____
_____/_____	D.	Involvement with student government structure.	_____/_____
_____/_____	E.	Arrange for & coordinate cultural/entertainment activities for students on campus.	_____/_____
_____/_____	F.	Arrange for & coordinate social events on campus for students.	_____/_____
_____/_____	G.	Publicize off-campus cultural/social/entertainment activities open to MCD students.	_____/_____
_____/_____	H.	Publicize campus events open to students.	_____/_____

Appendix (A)

SSI
Page 14

VIII. EXTRA-CURRICULAR/CO-CURRICULAR ACTIVITIES (Cont'd)

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	I. Supervise intercollegiate athletic activities.	_____/_____
	I.1. List teams and approximate number of students involved in each.	
_____/_____	J. Supervise intramural athletic activities.	_____/_____
	J.1. List intramural sports programs and approximate number of students involved in each.	
_____/_____	K. Actively participate in New Student Orientation Weekend.	_____/_____
_____/_____	L. Direct involvement with publication of campus newspaper.	_____/_____
_____/_____	M. Plan & supervise training of student Residence Hall advisors.	_____/_____

Appendix (A)

SSI
Page 15

IX. CAREER COUNSELING/PLACEMENT

IS NOW Major/Minor			SHOULD BE Major/Minor
_____/_____	A.	Design & conduct workshops for students on career opportunities.	_____/_____
_____/_____	B.	Design & conduct workshops for students on resume writing.	_____/_____
_____/_____	C.	Design & conduct workshops for students on interviewing skills.	_____/_____
_____/_____	D.	Plan & coordinate Career Days for students on campus.	_____/_____
_____/_____	E.	Counsel individual students about realistic career goal setting.	_____/_____
_____/_____	F.	Counsel individual students about job potential within a profession.	_____/_____
_____/_____	G.	Assist continuing students in locating summer employment.	_____/_____
_____/_____	H.	Arrange visits of on-campus employment recruiters.	_____/_____
_____/_____	I.	Coordinate appointments between students & on-campus recruiters.	_____/_____
_____/_____	J.	Contact employers about placement of students on full-or part-time basis.	_____/_____

Appendix (A)

SSI
Page 16

X. LIBRARIES, COLLECTIONS, RESOURCE AREAS

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	A. Consult with student body representative group regularly for input regarding these collections or this facility.	_____/_____
	A.1. How is this done?	
_____/_____	B. Allow students to order materials to become part of permanent collection.	_____/_____
_____/_____	C. Publicize existence of & extent of these collections or materials within facility (other than in Catalog).	_____/_____
	C.1. How is this publication done?	
_____/_____	D. Instruct students on a regularly scheduled basis in the use of the collection or the facility.	_____/_____
	D.1. How is this instruction done?	

Appendix (A)

SSI
Page 17

X. LIBRARIES, COLLECTIONS, RESOURCE AREAS (Cont'd)

IS NOW Major/Minor			SHOULD BE Major/Minor
_____/_____	E.	Instruct students individually on a need-to-know basis in the use of collection or facility.	_____/_____
_____/_____	F.	Publicize new acquisitions in these areas to the student body.	_____/_____
	F.1.	How is this publication done?	
_____/_____	G.	Survey students regularly as to satisfaction with collection or resource area services.	_____/_____
	G.1.	How is this done?	

XI. RELIGIOUS LEADERSHIP/COUNSELING

_____/_____	A.	Involve students directly in the offering of campus liturgies.	_____/_____
_____/_____	B.	Design, offer, supervise religious activities for students.	_____/_____
_____/_____	C.	Offer pastoral counseling.	_____/_____

Appendix (A)

SSI
Page 18

XI. RELIGIOUS LEADERSHIP/COUNSELING (Cont'd)

IS NOW Major/Minor		SHOULD BE Major/Minor
_____/_____	D. Offer interfaith prayer services for all students.	_____/_____
_____/_____	E. Publicize such services/ activities (other than in Catalog).	_____/_____

E.1. How is this publication done?

ADDITIONAL SERVICE OFFICE FUNCTIONS

IS NOW Major/Minor		SHOULD BE Major/Minor

TO: Directors, Student Service Offices

FROM: Coordinator, Comprehensive Student Development

SUBJECT: Student Services Inventory Summary

Attached is a summary of responses made on the Student Services Inventory by the directors of each of the student service offices. Printed across the top of each page are the abbreviations for each of the responding offices as follows:

ACC - Academic Counseling Center

ADM - Admissions Office

BO - Business Office

CM - Campus Ministry

CCP - Career Counseling and Placement

CP - College Preparatory Program

DSP - Developmental Services Program

FIN - Financial Aid

HS - Health Services

LRC - Learning Resource Center

LIB - Library

PC - Personal Counseling

RH - Residence Hall

SA - Student Activities

Down the left side of each page are the numbers from the inventory which correspond to each of the function statements listed thereon.

Appendix (B)

In order to interpret this summary, one needs to recall the "Is Now--Should Be" divisions on the inventory as well as the "Major/Minor" distinctions made under those divisions. In this summary an "X" stands for the response of "Major" and an "O" for a response of "Minor." That which appears before the slash indicates the response under the "Is Now" division while that which appears after the slash indicates a response to the same function in the "Should Be" division, e.g., a marking of "X/O" next to a function number means that the reporting unit feels it now performs this service as a major time-consuming responsibility although this service should be merely a minor time-consuming duty.

This summary will be an integral part of the process of recommending changes within service offices. A quick glance at the results reveals duplication, fragmentation, and lack of some services. Admittedly, the apparent repetition of a service function is not always negative, e.g., several offices may have to keep student records, and almost everyone does some sort of personal counseling. Discussions, then, will center on the nature of and degree of duplication of service functions.

Appendix (B)

STUDENT SERVICES INVENTORY SUMMARY

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
I.A.	X/X		O/O			X/X	X/X							
I.B.	X/X	X/X				X/X	O/O	O/	O/O			O/O	O/O	
I.C.	X/	X/X												
I.D.	X/X	/O				X/X	O/							
I.E.	O/O													
I.F.	X/X	X/X	/O	/O	/O	O/X	/O	O/X	/O				X/X	X/X
I.G.	O/O	O/O						/O						
I.H.	O/O	O/O												
I.I.	O/O	O/O	/O					/O				/O		
II.A.		X/X				X/X		O/	O/					
II.A.1.	O/O	X/X				X/X		O/	O/					
II.A.2.		X/X				X/X		O/	O/					
II.A.3.		/O				X/X			O/					
II.A.4.		/O				X/X			O/					

Appendix (B)

Student Services Inventory Summary (Cont'd)

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
II.A.5.						X/X			O/					
II.A.6.		X/X				X/X			O/					
II.B.		O/X				O/O		O/						
II.C.		O/X				O/O	/O						/O	
II.D.		X/X				O/O	/O	O/O					O/	
II.E.		X/X												
II.F.	O/O	X/X	O/			X/X	O/O	O/X					O/O	
II.G.	O/O	X/X	O/			X/X	/O	O/X					O/O	
II.I.		X/X												/O
II.J.		X/X				/X								
II.K.		X/X												
III.A.		O/O						X/X					O/O	
III.B.		/O				O/O		X/X					O/O	
III.C.								X/X						

STUDENT SERVICES INVENTORY SUMMARY

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
III.D.														
III.E.	O/O							O/O						
III.F.	O/O							O/O						
III.G.	O/O							O/O	O/					
III.H.								O/O						
III.I.								X/X						
III.J.			X/X										O/O	
III.K.			O/O					/O						
III.L.						O/O		/O				O/O		
III.M.		X/O						O/X						
IV.A.	X/						O/O							
IV.B.	X/	O/O				O/O								
IV.C.	X/					O/O								
IV.D.	O/						O/O							
IV.E.	O/						O/O					O/O		
IV.F.	O/											O/O		
IV.G.	X/						O/O					O/O		

STUDENT SERVICES INVENTORY SUMMARY

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
IV.H.	X/X						O/O					O/O	O/O	
IV.J.	O/						X/X							
IV.K.	X/						O/O					O/O		
V.A.	X/X													
V.B.	X/X													
V.C.			X/X					X/X						
V.D.	X/X	O/O	X/X					X/X				X/X	O/O	
V.E.	O/		O/O					O/O				O/O	O/O	O/O
VI.A.							X/X					O/O		
VI.B.	/X					X/X	O/O	/O						O/X
VI.C.						O/O	X/X		O/O				O/O	
VI.D.						O/O	X/X							
VI.E.									O/O	X/X	X/X	O/O		
VI.F.						X/X			O/O	X/X	X/X			

STUDENT SERVICES INVENTORY SUMMARY

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
VI.G.						O/O	O/O		O/O	X/	X/X			
VI.H.						X/X	O/O			O/O	O/O			
VI.I.		O/O					O/O				O/O			
VI.J.	X/X					O/X	O/O						O/O	
VII.A.	O/					X/X	O/O	X/X	X/X			X/X	X/X	
VII.B.	O/O					X/X		O/	X/X			X/X	X/X	
VII.C.	O/O					X/X	O/O	/O	X/X			X/X	X/X	O/O
VII.D.														
VII.E.									O/O			O/X	O/O	
VII.F.	O/X						/O	O/O	X/X			O/X	O/O	
VII.G.						X/X		O/O	O/O			O/O	O/O	
VII.H.						X/X			O/X			/O	O/O	
VII.I.								O/O	X/X			O/O	X/X	
VII.J.	O/O					X/X	O/O		X/X			O/	X/X	O/O

Appendix (B)

STUDENT SERVICES INVENTORY SUMMARY

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
VII.K.									X/X			O/O	O/O	/O
VII.L.									O/O			X/X	O/O	
VIII.A.													X/X	X/X
VIII.B.													X/X	X/X
VIII.C.														X/X
VIII.D.													O/O	X/X
VIII.E.													X/X	X/O
VIII.F.													X/X	X/O
VIII.G.						O/O							O/O	O/O
VIII.H.								O/O					O/O	X/X
VIII.I.														
VIII.J.														
VIII.K.		O/O					O/O	O/O	O/O		O/O	O/O	X/X	O/O

STUDENT SERVICES INVENTORY SUMMARY

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
VIII.L.														X/O
VIII.M.				/O					O/X			O/O	X/X	X/X
IX.A.					X/X									
IX.B.					X/X									
IX.C.					X/X									
IX.D.		O/O			X/X									
IX.E.	O/O	O/O			O/X	X/X		O/	O/O				O/O	
IX.F.	O/O	O/O			X/X	O/O		O/	O/O				O/O	
IX.G.					X/X	O/O		O/	O/O					
IX.H.					X/X				O/O					
IX.I.					X/X									
IX.J.					O/X				O/O					
X.A.										/O				

Appendix (B)

STUDENT SERVICES INVENTORY SUMMARY

	ACC	ADM	BO	CM	CC/P	CP	DSP	FIN	HS	LRC	LIB	PC	RH	SA
X.B.											/O			
X.C.										X/	O/O			
X.D.										O/	/O			
X.E.	O/O									X/O	X/X			
X.F.										O/	O/O			
X.G.										O/	/O			
XI.A.				X/X										
XI.B.				O/X										
XI.C.				X/X										
XI.D.				O/X										
XI.E.				X/X										

Appendix (B)